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ABSTRACT

This book presents a study of the ways in which home and school experiences affect the literacy achievement of a group of elementary school children from low-income families. Chapter 1 describes how the study differs from other literacy research. Chapter 2 describes the community where the research took place, some of the families studied, and the schools their children attended. Chapter 3 describes the data collection methods, the demographics of the subject sample, and the structure of quantitative analysis. Chapter 4 assesses the "family as educator" model for home influences. Chapter 5 assesses the resilient family model that was found to be related to children's writing. Chapter 6 presents the "parent-school partnership model" and reports on the many ways in which schools and families make contact with each other and how these contacts affect children's achievement. Chapter 7 focuses on reading comprehension, home and school determinants of reading comprehension status, and the relative importance of home versus school factors in predicting gains in reading comprehension. Chapter 8 summarizes the major findings and conclusions. Chapter 9 follows up on many of the children in the study 4 years later. Appendixes containing additional data and study instruments, acknowledgements, and 188 references are included. (JB)

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